ENHANCING STUDENTS' READING ABILITY IN INTERMEDIATE READING CLASS THROUGH SQ4R (A CLASSROOM ACTION RESEARCH)

Ita Permatasari[1], Titik Rahayu[2], Eda Maaliah[3]
English Study Program, State Polytechnic of Madiun
Jl. Serayu No.84, Pandean, Taman, Kota Madiun
Corresponding e-mail: permatasari.ita@pnm.ac.id , titikrahayu@pnm.ac.id ,
eda@pnm.ac.id

Abstract
Based on the result of preliminary study, it was found that students' reading ability of second graders of English Department was considered low. This condition can be seen as the result of the pre-test in which most of the students scored lower than 68, since the institution in which this research took place graded the range score of 68 as "Good". Therefore, an alternative method in reading activity was introduced namely SQ4R. SQ4R is a reading strategy which consists of 6 steps; survey, question, read, recite, relate, and review. There were 27 students involved in this research. The data were gathered from the result of test in each Cycle, observation and FGD. The result of the research which was conducted in two Cycle shows that there was significance improvement of students' reading score in which 23 out of 27 students (85%) of the students could score 68.

Keywords: *reading, reading skill, SQ4R*

I. INTRODUCTION

English proficiency of the students can be enhanced by acquiring and learning the language. Reading considered as one of the ways to do so. Cox (2009) pointed out that reading is the most essential element in a student's education as it is the basis to learn every other subject. Further, Cox explained that students who has adequate reading ability has a better chance to understand the topic discussed in a book or a reading material. In line with this argument, McDonough, Shaw and Masuhara (2013) argued that reading is the most important language skills. It is because English materials are easily found as the most used learning resources for students who want to learn particular subject. In addition, English currently is the main driving language of the internet.

Previous studies revealed that teaching and implementing reading strategies enhanced students reading comprehension. A study by Taylor, Stevens, & Asher (2006) showed that strategy instruction on reading comprehension gave positive impact for second language learners in intermediate level. Intermediate level in this occasion was those who had already got minimum amount of English knowledge before implementing the reading strategies. Another research by Song (1998) showed similar result. There was a significant improvement in students reading comprehension for those who were in intermediate levels. Both research projects were in line with the nature and context of this study.

In the preliminary study, the writers conducted informal interview and observation to the students. It was found that the students face some problems during the reading class. Based on informal interview, the students stated that they rarely use certain strategy while having a reading activity. Furthermore, related to the indicator of reading skill, the students have difficulty in determining the main idea of the text and finding the supporting details in each paragraph. Moreover, they still find difficulty in drawing implicit conclusions. Last, they find difficulty in finding appropriate references.

SQ4R is one of the methods in mastering reading skill which involves several steps. It consists of survey, question, read, recite, relate, and review (Richardson and Morgan, 1997). In the first step, skim

what the reading material is about (survey). It is continued by questioning the text (question). The next stage is reading the text (read) and followed by recite what the readers understood from what they read. Then, the readers can relate what the readers learned. This makes it a lot easier for the readers to remember what they read. The last stage is reviewing the text.

By using SQ4R, the students will become more organized and systematic as they have to follow the stages completely. Besides, By summarizing information, students are able to monitor their own comprehension through review. Moreover, by having the question stage, the students are going to be more concentrate and critical. The recite step will encourage students to the use their own words and not simply copy from the book. This improves memory and assures greater understanding. By reflecting on the reading, students began to think critically about what they have learned and have yet to learn about the topic. This type of critical thinking is necessary. Reflecting on what has been read also help students to retain understanding for longer periods of time. Based on some reasons stated in the background of the study, the researcher formulated problem statement as follows: How can SQ4R enhance the students' reading ability in Intermediate Reading Class?

As reading is a very broad concept, in the field of English teaching reading can be classified into two types. Cahyono and Widiati (2006) argued that reading consists of initial reading and reading comprehension. Initial reading deals with the very basic knowledges of reading. Children who have not been able to read yet fall into this category. The example of initial reading activity is when a kid or student begin to learn how to read alphabets and construct it into a simple and meaningful words. On the other side, reading comprehension is on the higher level. It deals with the activity of understanding meaning or message of a text (Ur, 1996; Williamson, 1998). Reading is a process of meaning making through various strategies with the goal is to achieve comprehension (Grabe, 1997; Hudson, 1998; Alderson, 2005). In comprehending a text, students require adequate knowledge of the topic being discussed as well as the knowledge of the language (Grabe, 1997). It is safe to assume that comprehending a text requires the combination of cognitive and linguistics ability.

However, this research will only focus on reading comprehension (henceforth the term 'reading' in this article refers to 'reading comprehension'). It is because the context of this research is on university students who have been able to read in English as their second language. As stated by Krashen (2004), in a country where English is mostly used inside the classroom, reading is the main comprehensible input for students to learn and it eventually help them to acquire English as their second language. Therefore, it is essential to discuss this topic and how it may help students to increase their English proficiency.

According Somadayo (2011: 11), the main purpose of reading comprehension is to gain understanding. Reading comprehension is a reading activity that seeks to comprehend the text:

1) the ability to grasp the meaning of words and expressions used by the author,
2) the ability to grasp explicit meaning and implied meaning,
3) the ability to make conclusions.

Turner in Alexander states that one can be said to understand the reading well if he can

(1) recognize the words or sentences in the reading or know their meaning,
(2) to connect the connotative and denotative meaning both to the meaning contained in the reading,
(3) to know the whole meaning or its perception of the meaning contextually, and
(4) make consideration of the value of the reading content based on his experience.

Turner further explains that reading includes two basic skills, (1) predictive meaning skills, and (2) skills to understand and use as efficiently. Indicators related to reading comprehension include:

(1) information in the form of facts, definitions, or concepts.
(2) the meaning of the word or phrase,
(3) the discourse organization of the main idea, and the explanatory Sentence,

(5) the theme or topic and Title of discourse,

(6) draws the essence/conclusions about things, concepts, problems or opinions.

SQ4R is one of methods that can be utilized to teach reading in the classroom. This method was develop by Francis P. Robinson at Ohio State University of the United States in which at the beginning the name of the method only consist of 3 R. SQ3R stands for Survey, Question, Read, Recite, and Review. Later, SQ3R developed into SQ4R in which the last R means that the students should write about what they read.

According to Wong (2009) that SQ4R is a six-step system for reading and comprehending textbook chapters: survey, question, read, record, recite, and review. Furthermore, Trianto (Risky Ananda 2015: 10) reveals that the SQ4R learning model can be interpreted as a conceptual framework that describes a systematic procedure by organizing learning experiences to achieve a specific goal. The following are the process of SQ4R;

1) Survey the chapter to get an overview.

2) Write Questions for each heading and subheading.

3) Read the information, one paragraph at a time.

4) Select a form of note taking to Record information.

5) Recite the important information from the paragraph.

6) Review the information learned in the chapter SQ4R has a good influence on English language learning.

2. METHODOLOGY

In this study, the research design that is used is Classroom Action Research. Based on Mills (2006: 6), action research is any systematic inquiry conducted by teacher researchers, principals, school counselors, or other stakeholders in the teaching learning environment, to gather information about the ways that their particular school operates how they teach, and how well their students learn. In this kind of design, the research is conducted by following the steps as follows;

In the planning stage, the writers preparing the lesson plan, set the criteria of success and prepare the instruments of the study. The instruments that are developed are the observation guideline and also some questions for focus group discussion. In the second stage, which is called as acting or implementing, the writers come to the class and conduct teaching learning activity especially in reading class. The students were taught using SQ4R methods. It was conducted in cycles, in which if the result of the first cycle does not meet the criteria of success, the writer are going to conduct the second cycle.For the third phase namely observing stage, the writers observed the implementation of teaching reading using SQ4R method. The observation will be done by following the observation guideline.In the last stage, the writers are going to conduct reflection. The result of the test, observation and focus group discussion will be act as the consideration whether the next cycle is needed or not.

There will be some data gathered in this study. The writers are going to conduct the test. The result of the test is going to be the first data. The second data is the result of the observation in the class. The observation will focus on learning activity, students' participant, evaluating the learning progress, and feedback process. The last data will be gathered by conducting Focus Group Discussion. The resource of the data are the students of class 2B of intermediate reading class of DIII English Program of State Polytechnic of Madiun.

The results of the test, observation and FGD were validated by doing triangulation. Triangulation is a way to check what one hears and sees by comparing one's sources information in order to improve the quality of the data that are collected and the accuracy of the researcher's interpretations (Fraenkel, 2009, p. 510).

Triangulation for this research is going to be done by gathering the data from the result of the interviews with the students, observation in the class and the results of each cycle. The results of the test,

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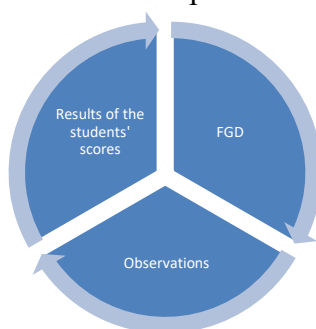
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3. FINDING AND DISCUSSION

After conducting the study, the researchers presents the result of the study that consists of the result of Preliminary Study, Cycle I, Cycle II, and the strengths and the weaknesses of SQ4R.

1. Preliminary Study

In the beginning of this research, the researchers conducted pretest for class 2B of English Department. There were 27 students that consist of 24 females and 3 male students. The result of the test can be seen as follows.

Table 3.1 Students' Test Result

Criteria of Success	Total Students	Percentage
Pass/ Success	5	18.5%
Failure/ Unsuccessful	22	81.5%
Total	27	100 %

A criterion of success of this research is if 50% of the students in the class get 68 in their reading test. The researchers took 68 as the criterion of success since the institution in which this research took place graded the range score of 68 as "Good". Based on the text above, there were only 5 out of 27 students who got the score higher than the passing grade, while 22 out of 27 students could not pass the criterion of success. The mean score of the pre-test was 67, 5. It can be concluded that the students got difficulties in reading ability.

Based on the observation and informal interview, the students tended to jump directly to the text and answer the questions. This condition made them read the text more than just once. Furthermore, they did not get the chance to develop their critical thinking. They only read for answering the questions not for predicting what they were going to find in the text. Therefore, the researchers found that it is needed to introduce another method of reading to overcome these students' obstacles during the reading activity by proposing SQ4R.

2. Cycle I

Based on the result of pre-test, it was found that the students of second semester class B of English Department got difficulties on mastering reading skill. They got difficulties in: 1) identifying the main idea of the text, 2) finding explicit meaning in the text, 3) finding implied meaning in the text, and 4) identifying the reference word of the text. The researchers proposed the use of SQ4R method during

the reading class in order to enhance the students' reading skill. There were 4 steps in this cycle namely planning, acting, observing, and reflecting.

a. Planning

In this first step, the researchers prepared the lesson plan and the materials. The lesson plan that was constructed consists of core competence, basic competence, indicators, learning objectives, learning materials, teaching strategy, teaching aids, steps of teaching and learning, assessment, and appendices.

b. Acting

There were two meetings in this action stage. For the material, the researchers used non-fiction text in the type of expositions text. In the first meeting, the text that was used is *Researchers find Indonesia needs more digital literacy education.* In the second meeting, the researchers used the text under the title *Why raising the minimum age for marriage is not enough for Indonesia to put an end to child brides.*

In the first meeting, the researchers explained about exposition text. The students discussed the definition of the text type, the purpose, and the generic structure. Next, the researchers introduced SQ4R as a method to comprehend the text and asked the students to make a group consists of two students. Then, the class discussed about the use of SQ4R and the steps that had to be done in using this method. After that, the researchers distributed the text and analyze the text using SQ4R method.

In the second meeting of cycle I, the researchers distributed another text but still in the same text type. The students worked individually to comprehend the text by using SQ4R. They started to skim the text and construct some questions related to the text. Then, they started to read the text before writing some important information. The next step was to connect the important information and review the text.

c. Observing

The next stage after conducting the action stage is doing observation. This stage was aimed to know the influence of the implementation of SQ4R in reading class. The researchers did observation during the reading class, conducted Focus Group Discussion (FGD) and reading test in order to know the improvement of students' reading skill.

d. Reflecting

The result of cycle I show that SQ4R helped the students to experience reading activity using a method that they had never used before. They got the chance to explore the text by implementing the six steps in SQ4R. In the end of the cycle, the researchers evaluated the learning process by analyzing the field notes of the observation during the learning process. Besides, there was a focus group discussion involving the researchers and some of the students.by doing the reflecting step, the researchers knew the problems that were faced by the students and the result of their reading score.

In the end of cycle I, the researchers found some following results: a) students' reading score after taught by using SQ4R; b) students' attitude during the learning process. The percentage of students who got success in test could be seen as follows:

Table 3.2 Students' Score Cycle I

Criteria of Success	Total Students	Percentage
Pass/ Success	11	40%
Failure/ Unsuccessful	16	60%
Total	27	100 %

Based on table 3.2, it can be seen that there were 11 out of 27 students passed the criterion of success. It means that 11 students scored higher than 68 while the rest of them, 16 out of 27, scored lower than 68. It is around 40% students who pass the criterion of success. The mean score of the test in

the end of cycle I was 69. In answering the test, most of the students got difficulties in answering the questions which asked the students to find explicit meaning in the text and find implied meaning in the text.

Based on the observation and FGD from the first cycle, it was found that some of the students still got difficulties in following the steps of SQ4R especially in the second step. They were confused in constructing the questions that can help them understand the text. Moreover, some students were not focused in following the learning process and frequently asked other students about the next step that they had to follow.

Even though there was improvement of students' reading score from the preliminary to cycle I. The researchers considered to conduct another cycle. This condition occurred as the students who pass the criterion of success were lower than 50%. There were still 60% students who scored below 68. Furthermore, some students still got difficulties in following the steps of SQ4R. By conducting the following cycle, it was expected that the result can get better.

3. Cycle II

Based on the result of cycle I, the researchers decided to conduct another cycle of research. There were some changes that had been done including the revision of lesson plan, the time allotment and the treatment during the reading class. These changes were made in order to meet the result of the research meet the criterion of success.

a. Revised Planning

There were two meetings in cycle II. The researchers made some revision in lesson plan. The first revision is about time allotment for the reading process. Moreover, the researchers added more time for explaining about SQ4R to the students in the hope that they could follow the process successfully.

b. Acting

In this stage, the researchers conducted two meetings of reading class. The classes were done based on the revised lesson plan. Based on the result of cycle I, the researchers added more time to explain about the steps in SQ4R. The text that was used in the first meeting is *Indonesia can end degrading initiation rituals by making education less militaristic* and for second meeting was *What fictional superheroes can tell us about devotion and why we believe in Gods.* The students got the test which demanded the students to: 1) identify the main idea of the text, 2) find explicit meaning in the text, 3) find implied meaning in the text, and 4) identify the reference word of the text.

c. Observing

This stage was aimed to know the influence of the implementation of SQ4R during the teaching learning process. Three phases were involved in this stage; 1) observing the reading classes that used SQ4R method, 2) conducting Focus Group Discussion after the cycle, 3) giving the test after cycle II in order to know the improvement of the students' reading score.

d. Reflecting

After evaluating the first cycle and making some revision, the researchers conducted the second cycle. There were two points as the result of cycle II. The first point is about the improvement of students' reading score, and the second point is about the students' attitude during the teaching learning process. The result of the students' score in Cycle II can be seen in the following table.

Table 3.3 Students' Score Cycle II

Criteria of Success	Total Students	Percentage
Pass/ Success	23	85%
Failure/ Unsuccessful	4	15%
Total	27	100 %

Based on table 3.3, it can be seen that 23 out of 27 students scored higher than 68. It means that 85% of the students passed the passing grade. In the other hand, there were only 4 out of 27 students who could not pass the passing grade or 15% of the students were unsuccessful to reach 68. Moreover, for the mean score of the test, there was an improvement in which the mean score of the post-test of cycle II was 73, 9. The post-test that was conducted gave the students the chance to reach 4 indicators of reading. The result shows that the students could identify the main idea of the text. Furthermore, they could find explicit meaning and implied meaning of the text. They also could identify the reference word of the text.

As the criterion of the success is 50% of the students in the class scored 68, it can be concluded that the criterion of success is achieved. In the other word, it can be said that there was improvement of the students' reading skill can be seen as follows;

Table 3.4. The Result of Pre-test and Post-test of Each Cycle

No	Level	Pre-Test	Cycle I	Cycle II
1	Highest	79	81	83
2	Average	67,5	69	73,9
3	Lowest	58	61	65

Table 3.5 The Students' Passing Grade

No	Passing Grade	The Students' Score	The Sum of the Students'		
			Pre-Test	Cycle I	Cycle II
1	68	Above Passing Grade	5	11	23
2	68	Below Passing Grade	22	16	4

The result of the observation and Focus Group Discussion shows that the students could follow the steps of SQ4R. In this cycle, they said that this method could help them understand the text better. They could predict the content of the text by following the first step of this method.

4. The Strengths and the Weaknesses of SQ4R.

The use of SQ4R brings some advantages for the lecturer and the students. It consists of systematic steps which lead the students to understand the text easily. It happens as the steps helps the students comprehend the text and get explicit and implicit meaning that can be explored. Furthermore, based on the result of observation, SQ4R is considered to make the class more responsive as the learning activity become students learning centered. During the class, the lecturer gave the supervision while the students following the six steps of SQ4R. Third, it improves the students' critical thinking. The students construct some questions in the beginning of the step in order to get prediction of the content of the text.

In implementing SQ4R in reading activities, the researchers found some weaknesses of this method. First, related to time allotment, this method needs more time in implementing all of six steps. The lecturers should manage the time correctly in order to make the method runs well during the class. Second, in the second step of this method, some of the students found difficulties in preparing questions related to the text. The lecturer had to guide some of the students in order to make them more critical. It also affects the time allotment for each meeting.

4. CONCLUSION

Based on the result of the study, the researchers found some conclusions. First, SQ4R can be used as a method to teach intermediate reading as the use of this method enhance the students' reading skill of the second semester students of English Department in the academic year of 2018/2019. SQ4R facilitates the students who have difficulties in understanding the text by giving conceptual process or framework. There are six steps in this method in which every step help the students understand the text

deeper. The result of the students' score from the pre-test to post- test shows significance improvement. Besides, the students' response toward the implementation of SQ4R in reading class is considered good as they were actively involved during the learning process.

The use of SQ4R can be beneficial for the students as it has some strength. First, it provides framework which help the students more organized in understanding the text. Second, SQ4R stimulates the students' critical thinking as they have to create some questions and conduct survey from the text.

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